

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
	Development Plan	Equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The initial six months of any new officer's career can be a daunting one. There is an influx of new information to learn whilst also adapting to working within a completely different organisational structure. Therefore, I have had to adapt and employ multiple strategies to deal with these stresses. Ultimately I want to utilise the potentially destructive stresses and reflect upon them, helping me to develop healthy coping mechanisms that I can use throughout my career. Stress is a natural reaction to chemicals within the body. There is a both a physical and mental reaction to these changes within the body (American Psychological Association 2019). I believe that to counter this there then must be both physical and mental mechanisms to deal with any stresses. Throughout my six months I have tried to develop on both of these factors and continue to do so whilst progressing through my time in the police.

Stress is a natural human reaction as a way of dealing with threats that has developed through centuries. Initially it may have been a way of focussing the mind against a pack of wild marauding mammoths but has just as much to play in today's society. It seems almost obvious that a way of being able to counter act a physiological response is to make better physiological choices with our bodies, however it often is overlooked. The easiest change I made was to better my physical health. It is proven that exercise reduces the level of cortisol in the body and stimulates the production of endorphins. It is these endorphins that are responsible for the feeling of being 'happy' and explains why some people experience a 'runners high' after running marathons (Harvard Health Publishing 2019). I have tried to include exercise at least 4 times a week since starting police training. This is usually in the form of lifting weights as opposed to anaerobic training. I have found the benefits of this to be on multiple fronts. As well as the endorphin release, it is a time where I can focus the mind on one thing. Having that time to just focus on the simple task of lifting something heavy and forget about any upcoming exams was extremely helpful. It was also a way of setting small, achievable goals. Having defined goals, such as lifting a specific weight, is a way of focusing the mind and allowing yourself to feel a sense of achievement when it is completed (Lee and Randall 1980). It proved difficult sometimes to sustain however. It appears counterintuitive but as the workload in training increased it proved harder to fit in the time for exercise. I had to use more of my time to complete revision for exams or to read further studies. Although I found exercise a highly effective way of minimising stress it proved to be difficult to sustain and relied on self-discipline which can be swayed.

A much simpler way of improving physical health can be done by literally doing nothing. Entering training I had a very unstable sleep schedule. I would have late nights, playing video games and going out with friends. After reading a journal in the Korean Journal of Occupational and Environmental Medicine (2002) it became apparent that a healthy, well balanced sleep schedule is a necessity in maintaining a healthy work life. Studies suggest that stress and sleep are highly linked. People who claim to have more than 8 hours of sleep per night state they feel less stressed, agitated and feel more motivated. Whereas those who had less than 8 feel adverse effects (American Psychological Association 2014). During training there was a shift work pattern of 08:00 until 16:00, this made it easier to regulate sleep. I was able to tell myself to switch off any electronics and read for an hour from 22:00. I noticed in the mornings I felt more alert and ready to deal with any issues for the day. However, due to the demand on the role of Police Officer I will be working through varies times of the day. It will prove to be difficult to sustain a regular, healthier sleep pattern when having to work night shifts.

What we put in to our bodies has a massive impact on how it performs. If you put the wrong fuel in to a vehicle then it's not going to work properly, our bodies work the same. It is essential to have a healthy, balanced diet to work optimally. The production of cortisol has starts a chain of events in the body that effects multiple compounds. A healthy diet can reduce or reverse the effects of the cortisol. It has been shown that whole grains, fruit and vegetables will boost the levels of serotonin in the body (Singh 2014). During training I avoided tried to avoid to eat the fast food that was available near the building. Although it was easier to get hold of it left me feeling sluggish and often would be more expensive. The higher cost led to more financial stresses.

Canteen culture is often discussed in a negative manner. It is sometimes seen as a way that groups of police that work closely can reinforce negative thoughts and stereotypes. However, it also has its benefits. The policing role requires officers to work long hours with often similar minded people in sometimes very stressful or distressing. Within policing teams there can also be people working with a large difference in experience, some members having many many years working on a response team with some only having a few months. As a nearly attested officer I was able to share my experiences with other officers and see how they have been able to adapt to the stresses of work. Also being taught by experiences officers allowed me to draw from their personal experiences. Policing is a very different job to what most people will go through, so to be surrounded by people that understand the situations provides a safe learning environment to be able to cope. By simply being able to vocalise the issues and stresses of the job with people who have been in similar situation it allows it to get out of my head. This method of talking is also simply done and can be done at any time. Whilst at lunch, just having a conversation with someone about the new and difficult environment I am able to feel like someone understands and that reliefs some of the stress instantly.

The NHS describes mindfulness as "paying more attention to your present moments – to your own thoughts and feelings and the world around you". Professor Mark Williams, of the Oxford Mindfulness Centre, states that mindfulness is knowing directly what is going on with inside and outside ourselves, moment by moment. The popularity of mindfulness has grown recently and it helps those that employ its use by making them more aware of how they are feeling and reacting to situations. There are many apps that can be used and are readily available to guide through mindfulness techniques. It involves a lot of self-reflection and breathing to guide your mind through the day. I have been able to fit this easily around my

days as you can do it on the drive to work. It is a simple way over being aware of the stresses that are happening to you and being able to come to terms with them. It's only by facing these stresses that they can be dealt with.

I have found that by using a mix of both the physical methods and those based more on mental health I have been able to cope well with the developing stresses. The more physical methods, such as exercise and sleep, were more difficult to implement in to daily life. This is especially true because of the demands of the job itself. I did however find the mindfulness methods extremely helpful as they are easily employed and can be done while even in work. The techniques taught can be used on the way to work to prepare your mind for the inevitable stress coming. The techniques that I have developed through training will need to be used throughout my career to cope with the ever growing workload and stresses of the job, to be able to have a healthy and long career within law enforcement.

Word count = 1393

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose a policing incident involving conflict in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The policing role requires officers to deal with conflict often. Due to the demands of the role, officers have to enter situations where tensions are high and conflict arises. There are therefore several pieces of legislation and Codes of Practice related to conflict and how officers are to deal with it.

Whilst on patrol I responded to a call where a third party has reported that two people were arguing loudly at the top of their street. With this in mind I instantly could prepare myself to expect to be dealing with conflict. Upon arrival there was only 1 person present but they were instantly confrontational, shouting "FUCK OFF YOU PIGGY CUNTS" and "FUCK OFF AND LEAVE MY ALONE, YOU FUCKING CUNTS". He continued to shout and swear in the street. I knew legislatively I had the power to arrest under the Public Order Act 1986, however the male was clearly intoxicated and therefore I decided to try and build a rapport and deal with that matter by calming him down and taking him home. Due to the level of the male's intoxication I had to adapt the language I used to his understanding at the time.

That sort of language is unacceptable in a public place and I needed to assert that he couldn't continue with it, so I initially had to raise my voice back at the male. I stated back "OI. STOP SWEARING NOW OR YOU'RE GONNA FIND YOURSELF KNICKED FELLA".

It was put simply to him in a commanding message and tone that he had to stop. As a whole people don't like the idea of being told what to do or not being in control, therefore I gave the male an option. Although I told him he had to stop, he was also given an alternative. This made it seem to him that he still had some say in the situation. The male continued to shout and swear so I then tried to negotiate with him. I told him "IF YOU STOP SWEARING THEN WE CAN JUST TAKE YOU HOME AND CALL IT A NIGHT". I attempted to appeal to his more rational side of thinking. He responded well to this so I continued down that line of speech.

I was working in an area where I grew up so I was able to use local language to try and gain a rapport with him. He responded well to this. When talking to the male, to calm him down, I employed the Betari's Box theory (Changing Minds). This theory states that my attitude affects my behaviour, which in turn affects the subjects attitude and therefore behaviour. Therefore although the male was initially very confrontational verbally, I attempted to come in at a lower level and influence his behaviour through mine. Initially the male responded to this. As a whole people don't tend to won't to be argumentative to those who are acting friendly. However, alcohol was an impact factor in this situation and changed from how a normal person may react.

I was being conscious with my verbal communication to appear friendly to the male. However, my non-verbal communication may have given the opposite message. I wanted to help the male but I also had to think about my own safety in the situation. With my body I wanted to give the message that I was still in charge. I stood with my back straight, at a distance and my hands out of my pockets.

Throughout the exchange I was using words to make myself seem familiar to the male, such as saying "MATE", "FELLA" and "BIG MAN". I asked the male both open and closed questions. Open questions were used to gain broader ranges of information, such as where he had been that night or what had happened. Closed questions were then used to confirm specific pieces of information such as asking him "DO YOU STILL LIVE AT *ADDRESS* MATE?". When asking him the questions I made sure to give him plenty of time to answer them in his own words. Making sure to be seen to actively listen proved very effective with this male. By nodding my head, smiling and agreeing with him I was able to bring him down from shouting and screaming to then having a normal conversational, albeit all over the place with his intoxication.

The male then came in to the police vehicle and sat in the back of the car, without handcuffs, and I sat in the back with him. When a check for warning markers was done on the male it returned stating that he had been registered as having poor mental health and a reliance on alcohol, suffering with depression and anxiety. These factors are a growing influence on many people in society and can change how people communicate and respond to situation. Therefore, I kept this in my mind when trying to speak to him. I aimed to get a positive response with my demands.

When in the back of the car the conflict had de-escalated. This then changed. The male then began to get himself worked up again. He began to put his middle finger close to my face and start swearing at me again. I then began to employ the use of the 5 step appeal, which is taught throughout many different services to deal with conflict (Greig et al. 2019). I first give him a "Simple Appeal". I told him "STOP SWEARING IN MY FACE". I said this in a

calm manner, in hopes to bring him back down to my level. He ignored this and continued swearing in my face. I then gave him a "REASONED APPEAL, which is used to give him an understanding as to why I'm making the request. I said to him "STOP SWEARING IN MY FACE, MATE. I DON'T WANT YOU DISRESPECTING ME LIKE THAT". The amount of alcohol in the males system appeared to have interrupted his ability to use reasonable thought. So I then progressed to the "PERSONAL APPEAL". "LOOK *NAME*, YOU WOULDN'T LIKE IT IF I SWORE IN YOUR FACE WOULD YOU? SO PLEASE STOP SWEARING IN MINE". It may be because the male wasn't particularly supportive of police but he also ignored that request. This then left me to give the "FINAL APPEAL". I said this very firmly to him, making direct eye contact and with a stern face. I matched my verbal communications with my non-verbals to emphasise the meaning. I said to the male "LISTEN TO ME. YOU'VE BEEN SWEARING AT MY COLLEAGUES AND NOW YOU'RE SWEARING AT ME. I'M NOT TELLING YOU ANYMORE TIMES. STOP SWEARING AT ME NOW OR YOU WILL BE ARRESTED FOR A PUBLIC ORDER OFFENCE". He finally responded to this. There is a similarity between communicating with intoxicated adults and a parent "telling off" a naughty child. The language most effectively used is often simple, direct and commanding.

When arriving at the males address he needed assistance to walk. He was highly intoxicated so I had my arms underneath his armpits and was carrying him to the door. As we both approached the door the male started to violently hit his head against the front door, shouting "I'M SO STUPID. I'M AN IDIOT". So, with my arms still under his, I grabbed his head and pulled him away from the door. This situation is a good illustration to describe Kaplan's drama triangle (Graham 2020). The model consists of three parts, the victim, the rescuer and the persecutor. It states that each of the three parts has their own 'roles' within conflict and their own discrete motivations for how they behave within the roles. In this case the male would have acted as the victim. Kaplan would have described the victim as feeling helpless, hopeless and dependant on others. In the situation, through the males own choices and vulnerability through the drink, he 'acted' out the part of the victim. In this scenario I would have been the rescuer. The male himself would have also acted out the role of the persecutor, as it was himself that is blaming and critical of his behaviours. Upon reflection it is interesting to look at this case as the rescuer. In this scenario I am helping the male, by pulling his head away, but I am also enabling his behaviour. Subconsciously he may start to realise that if he decides to lash out and act up the police are there to help him. I believe in the short term the use of force was necessary to prevent any further physical harm, but it will have a bearing on how I would deal with this person in the future.

As he came in the house I took him to the living room. The male at this point then decided to swing and punch me in the back of my head. Under common law I had the legal justification for a use of a force. In the role of the police officer though it also has to fit against the JPLANE justification model. The use of force must be justified. If I didn't take action then the male would have hurt me further so I felt as if it was justified. Any use of force must be legal. I had a common law power to protect myself from any further harm. The use of force must be proportionate. The male punched me in the back of the head so I took his arms and got him on the floor. This stopped him from being able to assault me any further but did not go over the level that of physicality that he put upon me. It was a proportionate response to his actions. The response must be necessary. If I did not make the response that I did then the male could have assaulted me further. I believed it was a necessary response to stop this from happening. The use of force must also be ethical. It is an absolute human right that

someone is to live free from torture or degrading treatment. I didn't apply any sort of force longer than was needed to protect myself.

When using force to protect yourself it provides an opportunity to discuss the rational brain vs the emotional brain (De Martino, B. 2006). It has been theorised that the brain has two main sections of thought to it. There is the rational brain, responsible for organised thought and the ability to reason, and the emotional brain, which works on instinct. When trying to protect yourself it could be suggested that the emotional side of the brain would take precedence. The mind would act on instinct in a matter of self-preservation. However the role of the officer is very unique in that when trying to protect yourself you do also have a responsibility for your attacker. Not only do you have to stop yourself from coming to any further harm there is also a degree of care you must give to the one trying to harm you. Therefore when reacting to a threat as a police officer you must think logically and with reason, suggesting the rational portions of the brain will take over. I found I could relate to this in the incident I was involved in. When I was initially punched it was gut instinct to bring the man to the floor and take hold of his hands. It was my emotional brain taking over and acting on self-preservation. However, when I was then in control of that situation I had to make sure the man was not coming to any extra amount of harm. I had to be reasonable with how I then held him and not be overzealous in retaliating.

In all of the choices that I made, whether my initial communications or then any use of force, I had to hold them against the National Decision Making model (NDM). This model is a cycle that should be at the centre of all decisions made by officers. It provides a framework that can be used to make the best decision in the situation. In some scenarios, when there isn't long to react, it may almost seem impractical to use a model. However, it is simple and can be enacted on instinctively. Initially an officer must gather all the available information and intelligence. In this case the information available was that the man was intoxicated, had poor mental health, he had been shouting and swearing and that he had just punched me in the head. With this an officer should then assess the threat and risk and develop a working strategy. The immediate threat at this point was the man coming back to attack again and the risk would be that if I didn't respond I would be hit again. Next would be to consider any powers and policies. Common law dictated that I would be able to use force to protect myself, however policing policy states that it would have to be used but against the JPLANE model. After this an officer would identify any options and contingencies available. In this scenario the options available were to either run away, hit the man back, or restrain him enough to stop any further harm. Then to take action and review upon what happened. The review is an important step that can be overlooked. It is important to review in the moment, in case the initial decision didn't work. An officer can then change what they did to hopefully come to a better result. Also, it is essential to review after the incident. To take yourself out of the situation and then see how you could improve your decision if it were to arise again. At the centre of the NDM is the Code of Ethics. This code is essential to all policing, in how we act and behave as the police.

When responding to conflict as an officer it can become a daily task. It is important however to always remember to base decision made within conflict on models and set principles. This way not only can you make the best decision possible in the moment but the police as a whole can be seen as a unit making informed and proportionate decision. It is always important to remember, especially in conflict, the police are the public and the public are the police.

Word count = 2400

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

For an officer crime and the criminal justice system is part of everyday normal life, however for the majority of the public it is not. It is a world where most members of the public hope not to see. Therefore, it was part of the policing role to guide victims and witnesses through the criminal justice system and support them throughout it.

Although officers have a broad range of skills, they do not know everything. Therefore a vital part of policing in today's climate is being aware of the support services available for those victims and witnesses. The third party charities and organisations are different for one area to the next and all offer varying levels of support in different specific types. I believe it is part of the officer to understand and develop a working knowledge of the support groups available, to be able to signpost witnesses and victims. Another way in which officers gain support from outside agencies is through the Public Protection Notice (PPN). The PPN document is one used by officers to alert and engage extra help. Within South Wales Police the PPN document goes to a central hub where they can then be disseminated to the relevant support networks. The PPN consists of questions specific to the type of incident being dealt with, such as domestic violence, a child at risk, or a vulnerable adult, and then a space for officer's comments and observations at the end. PPN's have become a daily task for modern response officers. I have filled out many PPN's however an incident of domestic violence that I responded to highlighted the importance of them.

The call involved a male assaulting his partner and then three others. The male was evidentially very violent and he also had a history of this behaviour. There were several children living in the address with the male and his partner. Initially the victim was supportive and police action was taken. However, the next day, this support was withdrawn and the victim looked to remove any complaint. During my time with the victim she made me aware of the history, his previous violent access and the way he has been able to sneak back in to the house through a broken door. All of these factors left the victim highly vulnerable and I highlighted this in the PPN. Therefore when the victim had withdrawn her complaint social services were already involved. There was protection being put in place for the children.

Vulnerability is a factor that throughout the lifespan of the police has become more and more increasingly apparent. Vulnerability is defined as “if a person, as a result of their situations or circumstances, is unable to take care of or protect themselves or others from harm or exploitation” (College of Policing 2020). It is a broad definition which allows for a myriad of situations to leave somebody vulnerable. At any point any persons could become a vulnerable victim or witness. Some people are always vulnerable, such as children. With that in mind some policies and support is put in place for these people. In my scenario the children of the house were a witness to the events. They also wanted to come forward and support police action. It would have been inappropriate for such young children to go through the court process, especially regarding their parents, so therefore a video interview was put in to place. The children were able to be spoken to in a much more relaxing environment with a specialist officer, who can understand children best. By doing this it best considers the children’s welfare but also can provide the best evidence from the witness.

In terms of going to court, witness can apply to have special measures put in place. These special measures are a way of the police being able to support witnesses and victims whilst they are physically in the courts. Under the Youth Justice and Criminal Evidence Act 1999, the police can apply to the Criminal Prosecution Service (CPS) to have these measures put in to place. The eligibility for the special measures is determined by the courts, however not all criteria are as black and white as being under a certain age. When I initially responded to the call and before the complaint was withdrawn, I took a statement from the victim. I explained the special measures to her and she believed it was something that she could benefit from. For her to meet the criteria for the special measures she would most likely fall under the intimidated witness category. I believe it is then up to the officer to describe fully and thoroughly to the CPS why the victim is eligible for special measures and why they would benefit from it. I explained in my application that she has a close personal relationship with the victim and that throughout the relationship he has shown domineering and intimidating behaviours that are likely to impede on the quality of evidence given by the victim. Often the paperwork can be seen as the “less sexy side of policing”, however in my experience it is with thorough paperwork that a lot of the support for victims and witnesses becomes available.

Another method of support available to the victims and witnesses in the court is the Victim Personal Statement (VPS). It allows the victim to say, in their own words, how a crime has affected or continues to affect them. This statement does make part of the prosecution case but only when the suspect is found guilty. It does not make any part of the evidential side of the case but does have a bearing on the sentencing. It conveys to the courts the harm that

the crime committed had caused. In my experience victims are keen to fill out a VPS as in such a formal environment such as the courts it brings it back to a personal basis. As it does not include anything evidential, there is no rush to take the VPS. This has often been beneficial as it gives the victim time to reflect on what has happened and understand the long term ramifications of what has happened. For many victims it is not until several weeks down the line they fully realise how they know behave differently or mistrust people due to the crime.

One of the statement values that exists within the police competencies and values framework is "I am emotionally aware" (Ministry of Justice 2015). When dealing with victims day in, day out it the job can sometimes appear repetitive and officers can become desensitised. Officers must be diligent to remember that victims are exactly that, they are people who are victims of a crime. No matter the size of severity of the crime they are at a loss and will be effected. The College of Policing state that under being emotionally aware officers should be able to treat others with respect, tolerance and compassion. These are all qualities that I aimed to convey to the victim at this domestic incident. Although it may have been frustrating that she withdrew her complaint she had every right to do so. I aimed to respect her decision to do that and not treat her any differently because of that. It then became my role to support the family as much as possible, outside of the criminal proceedings.

One of the simplest way that an officer can support victims and witnesses is just by being in contact and keeping them updated. The highest amounts of complaints made against South Wales Police are in regards to victim contact. The victims are the centre of any case, not the police. The police should strive to come to an agreement with victims and witnesses on when to contact and the means of that contact. The police come in to contact with people from all walks of life. In this case the victim was a mother who stayed home in the day whilst her partner was in work. This meant it was safest for her to be contacted during the day between 0900–1700. It is important, however, for officers to be able to set realistic expectations for the victims. As a response officer I am only able to call at that time two out of ten days. This is where the value of "we are collaborative" comes in to action. It often comes up that you will have to do work for calls you never personally responded to. It is important that you treat every case the same and provide the best policing service possible. The College of Policing make the statement "I will work cooperatively with other to get things done, willingly giving help and support to colleagues". Ultimately by supporting colleagues and helping them, the victims are getting a better service and support from the police in general. Due to my schedule I was unable to gather a withdrawal statement from the victim. It was a task then assigned to another member on the next available shift. As a member of the police I should be able to trust the work that they do and the service they provide. A consistent, high standard should be presented by all officers in all cases. The policing values should underpin all work that is done by all policing staff.

The support provided to victims and witnesses should be a personal one. Although there will be similarities throughout different cases, each one is very unique. Therefore the support provided must also be unique. One of the 'clusters' of service stated by the College is "Public Service", under this they make the statement "I adapt to address the needs and concerns of different communities". Working within the Vale of Glamorgan I now understand that due to the sheer size of the area they are many different types of communities in the BCU. I have come into contact with people with extreme wealth and also people with no

money at all. I have come to realise that all prejudice must go out of the window when dealing with victims. Assumptions that can be made will throw off officers and can influence how people are treated or some cases mistreated. This links in with the value statement "I treat people respectfully regardless of the circumstances". That being said, the style of communication that is put across should adapt to the victim personally. The level of support should remain consistent across all cases but the way that the support is communicated should be made personal. Every victim wants to feel like that their case matters to police as much as it does to them. It has been a Peelian Principle since the very foundation of the police that "Police are the public and the public are the police". Police are not removed from the public and therefore should act with the compassion and concern that would be expected of a normal citizen.

The victim of the domestic abuse that I attended was not British and she spoke very little English. This did put some barriers in communication. However, they were only hurdles that could be jumped over. I had to be sensitive to the fact that I did not speak the language in this domestic situation. I had to be careful with who I spoke to and who was able to have contact with the victim, as they could be saying things in front of me that I would never understand. Once I gathered that this was an incident of domestic violence I decided that I was best the victim only spoke to me and my colleague. The victim would have been vulnerable to intimidation from any parties present. Although communication was difficult, it was not impossible. I was able to use the LanguageLine phone number which provides an impartial translator between yourself and the victim and witnesses. The language barrier however did not change the support on offer. The victim should expect the same level of compassion and support as anybody else would expect.

It is paramount that information and intelligence is kept up to do, as a means of supporting victims. Warning markers and critical markers can be placed on people and addresses. This is information for officers before arrival, that can be used to help protect themselves but can also be implemented to help protect repeat victims. Warning markers can be placed on people for being repeat victims of domestic violence. This would change how you would initially respond to this victim. Before arrival at this call of domestic assault I asked to be passed on any warning markers. It came back that the suspect had markers for violence and for assaulting police. This would change physically how I would deal with him, keeping my distance and being more prepared in case force is used. The victim had markers to suggest that she had previous relationships that involved domestic violence. This would indicate that she has not had the support previously needed to break the cycle of violence at that this time it is completely necessary to provide that support. Following this incident I was able to update the NICHE systems to show her friends that could be contacted in times of trouble. I was also able to update it to show phone numbers that are safe to contact. They are seemingly small pieces of information but could make all the difference when it is needed if there was ever to be a "next time".

Support is an intrinsic part of policing and there should be a culture of support built within the police. There are specifically trained officers and departments within South Wales Police that can provide a specially trained level of service, however it is not only these people that provide support. Support for victims and witnesses should be a lifeblood throughout the police service and should be of paramount importance from the moment the initial call is taken and all the way through the Criminal Justice System.

Word Count - 2336

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Investigation is a crucial part of everyday life for a response officer. There are many factors that will influence an officer's decision including personal discretion, legislation and decision making models. The National Decision Making (NDM) model is one of these. It consists of five sections:

1. Gather Information and Intelligence
2. Assess threat and risk and develop a working strategy
3. Consider powers and policies
4. Identify options and contingencies
5. Take action and review

At the centre of the model is the code of ethics, which should be the foundation of all policing. The NDM is cyclical. It allows for constant reflection and self-evaluation to improve throughout. An incident of theft and fraud that I have dealt with allowed me to reflect on my

own use of the model and how I used it whilst making decisions regarding the case. I have used the model throughout the investigation to help inform my decisions.

Initially when I was assigned the task all that was provided to me was the initial call text. I visited the victim of the call to gain her story of events to broaden my understanding of the call. The event took place in a hospital so I was also able to speak to hospital staff. Before taking my next steps I wanted to gather as much information that was available to me. I was able to use the police systems to gain my understanding of the background for both the subject and the victim. Using NICHE I was able to see all of the previous occurrences and warning markers for both. I was able to find that both people involved had warning markers for mental health, indicating that both parties involved were vulnerable. This information changed how I may progress the case.

Although there was no initial danger of a violent threat there was still a very apparent risk of vulnerability being taking advantage of. There was also a risk of the stolen items being destroyed or sold on, which would both lose evidence for the case but also lose the victim money. Throughout the investigation the threats and risks changed as the investigation unfolded. For example when going to arrest the subject the threats were much more apparent in the way of physical attack whereas during the investigative process the threat of loss of evidence was more prominent. It is important to remember that threat and risk constantly change in the policing role and the NDM provides a framework to have this assessed continually.

The powers and policies available to police are extremely varied depending on the situation they are found in. I have found that by referring to the NDM I am able to focus my thoughts on the powers that I have at that time. It also reminds officers that all decisions made by officers should have a power behind them or a policy to support the decision made. In this scenario I had arrested the suspect and whilst in their room I spotted the items that were taken. I wanted to take these items for evidential purposes. Using this NDM model I was able to reflect and remember that under Section 32 of PACE I was able to search the room and seize the goods.

There's an almost endless ways to tackle the problems that officers are faced with. It comes down to the officer's personality, experiences and often their personal biases. By being able to understand the powers available first it influences the options that I can perform. In this situation there were multiple different ways to tackle the challenge presented, however I decided to prepare the best case possible before arrest to reduce any possible contingencies. I was able to list any possible outcomes and carefully think over all possibilities. The options available to me changed throughout the process, often due to things out of my control, such as CCTV being lost by the hospital or being unable to obtain statements for long periods of time.

There were multiple times throughout the incident where I would need to take action and then review afterwards. Reflection is an incredibly important skill within all workplaces, especially policing, that the NDM makes clear. In some regards the taking action can be the least important part of the NDM. It is the accumulation of the rest of the model. Whatever action has been taken place should always be reviewed upon as it can always be improved upon. There were several times throughout the scenario where I was able to take a moment to sit down a review on the actions I had taken and the decision I had made. This is where

the NDM thrives. As it is a cyclical model I was able to use all previous information, options and action to influence any future outcomes.

All throughout the case I had to exercise my powers of officer discretion. Discretion can be a very important tool for officers but also can be abused depending on the officer. I quite early in to the case had the grounds for arrest. However, I used my discretion to wait for the arrest, to gather more evidence, and then arrest and interview him. This proved to be extremely useful as when the suspect was interviewed they initially stated they knew nothing of the case. However, when the vast of amounts of evidence that was collected were put to him he then changed his mind and admitted everything. The difficulty with discretion is narrowing down the best way for officers to be able to use it daily, as is required without premising any improper use.

When conducting investigations the responsibilities of the officer are set in the Criminal Procedures and Investigation Act (CPIA) 1988 and the Code of Practice that goes alongside it. The CPIA defines an investigator as “any police officer involved in the conduct of a criminal investigation”. The police must act as an independent evidence gatherer. They must gather any material relevant to the case. Relevancy is defined as any piece of material that appears to an investigator that is has some bearing on any offence under investigation or any persons being investigated. It is set in paragraph 3.5 that an investigator must investigate all reasonable lines of inquiry. They must investigate this whether it points towards or away from the suspect. It is not the role of the police to get people who they think are guilty charged with crimes. It is the job of the police to collect all available information to provide it to the courts.

Police officers gather large amounts of information every day. It is important to determine what information is retained and what information is disposed of. When it comes to retention there are several factors to consider; the reason for retention, the National Retention Assessment Criteria and which records should not necessarily be retained. More and more the retention of information and exhibits exists in a digital platform. The National Retention Assessment Criteria set by the college of policing attempts to simplify to officers what is needed to be retained and what is not. There are several key points of the criteria are; the infringement of an individual’s privacy must be kept proportional to the necessity of to retain the information, there needs to be a consistent approach to information retention, before removing information the force must be ensured that it is no longer needed. It is also set that any records that are kept up-to-date, accurate and necessary for a policing purposes must be kept for a minimum of six years. This is so forces can identify any patterns that are emerging through those incidents. It is also set that any information that is kept after the six years is reviewed and made sure to still be necessary to a policing purpose and then only be retained as long as it is necessary.

The College of Policing has set a series of questions to determine some information’s necessity for retention. They can be used as a framework, as they focus on known risk factors, to help qualify a records need for retention. When conducting my investigation I have made sure to keep these questions in my mind when it comes to information retention

and investigation skills. The people involved in the incident both suffered from different mental health conditions which played a crucial role in the retention. For example one of the questions that an officer should ask themselves is "Are there any concerns in relation to children or vulnerable adults?". Both parties in my case were vulnerable through many different situations. The suspect of this case took advantage of an elderly lady in a hospital. The befriended the lady to then take some of her items. Another question that an officer should ask themselves is "Did the behaviour involve a breach of trust?". When these questions are used by officers it allows for a consistency across the force.

The policing values are intrinsic to how the police function as a force and also to how individual officers conduct themselves. The principles should run through not only every officer's decision but also their character and conduct both in and out of uniform. These values are; Accountability, Integrity, Openness, Fairness, Leadership, Respect, Honesty, Objectivity and Selflessness. It is incredibly important to remember that these qualities are to be used all throughout any investigation. It can feel like human nature to act upon personal opinion and treat victims with more care than a suspect. It can also be that you treat a repeat victim with less fairness than you would someone who doesn't call the police often. These biases that are carried within officers must be kept in check as to not impede any investigations.

Ideally these should be qualities that an officer has integral to their character intrinsically. However it is all possible to work upon them and how an officer can implement them in to their working life. There are multiple policies put in to place that reinforce the characteristics in the workplaces, some are more easily tracked and accounted for more than others. For example in this case, whenever I did an update on the log it automatically used my name in the log. This is holding up my accountability, it saying that I am categorically the one that has updated this. It is also a log that can be accessed by any supervisors, therefore they can check and follow the progress of the case throughout the investigation. It is much harder to qualify and quantify somebody's honesty within policing. Due to the nature of the characteristic itself it is much harder to tell if someone is being fully honest with their work. However, I believe this is why entry to the police is such a lengthy process, it is just as much about finding the applicants with the right morals as it is any academic side of things.

It can prove to be difficult to act upon information as an officer. There is a wealth of information and intelligence available on a lot of the people that officers will come in to contact with. Sometimes this information is crucial in dealing or approaching a person, for example if there may be intelligence that they carry weapons, however it must not be used as a means to label somebody. In practice it can be difficult to not treat somebody differently because of past experiences you've had with them. In this case I knew a lot of information of the male suspect. I knew that he had been charged with theft before and that he was a regular drug user. It was apparent that he did not work nor had a home. He was a young male. This is all information that could have provided a negative picture for him. I could have used this knowledge to create an image of the man before meeting him and then come to the conclusion that "of course he did it". This would influence all further proceedings of the criminal investigation and especially would have influenced any interviews. Regardless of any predisposition or exhibits, during interview I am there to

gather his story and then compare them to the evidence available. It could be quite easy to fall in to the mindset of trying to pin the crimes on the suspect. The police have fallen foul to this many times throughout the history of the organisation. Often factors such as race may have clouded the vision of officers. Police officers have the mentality of wanting to “catch the bad guys”, usually this is done with good intentions however it can also throw an investigation off track. That feeling of wanting closure is what led officers to wrongfully pin the murder of Lynette White on three wrong men. Ultimately not only is this a perverse miscarriage of police power but also now has stopped the family of Lynette being able to feel like they have had true justice. It is a poignant case in showing how bias can greatly get in the way of true policing. Therefore models such as the NDM, with the Code of Ethics (College of Policing 2014) at the heart of it, minimises the threat of bias in a decision making situation.

I think it would be foolish to suggest that all bias will be removed from policing. It is a career and profession that functions largely on discretion and it would be impossible to completely remove a person’s own life experiences from their mind set. However, it is important that an officer can, at least, recognise that they are being influenced from a previous experience of their own and not be led by it. In this incident I may feel like that as a young men myself I would have sympathy for the suspect. We are both in similar situations and another officer may have treated him less fairly. Bias is not something that I am acutely aware of in every day policing life and I strive to reduce any impact it may have on the decisions I make or the action that I take.

Word count - 2359

Development Plan

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Area of Development	How it will be achieved	Who can provide support	Timeline

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: _



----- (Learner

Date: __ _ 06/01/2020 __ _

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed:  _____
_____ (Learner)

Date: __ _ 06/01/2020 __ _

Signed: _____ (Tutor Constable)

Date: _____

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